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A SURVEY AND ANALYSIS OF CLASSROOM PROCEDURES IN TEACHING SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOLS IN ALBERTA

by

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ABSTRACT

This study was undertaken in July, 1961, in the junior high school classrooms of the Province of Alberta in which social studies is taught.

This study investigated teaching procedures. The number and kinds of procedures used, the frequency of their use, the teachers' sources of procedures, and the number of procedures in relation to teacher training, experience, sex and expressed attitudes were studied.

The data obtained from the teacher questionnaires and superintendent observation schedules were analyzed statistically in terms of percentage, rank order, the Pearson product-moment correlation, analysis of variances, the significance of the difference between means, and the biserial correlation. The t-test was used to test significance at the .05 level.

This investigation found that teachers use a variety of techniques in social studies instruction. Lecturing and question and answer were most frequently used.

Teachers indicated that they learn their procedures in a number of ways. The most prominent source given was experience, followed by university training, and involvement with teachers in the profession.

No significant relationship was found between the number of procedures, and teacher training, experience, sex and expressed attitude.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge with gratitude the cooperation of the superintendents and teachers of the Province of Alberta who assisted in this study. The assistance of Dr. S. Hunka in the choice and calculation of the statistics involved is gratefully acknowledged by the author. To my thesis committee, Dr. G. Farmer, Dr. M. R. Lupul, and Dr. G. L. Berry (Chairman) the writer wishes to express his appreciation, and to acknowledge his indebtedness for their guidance and criticism.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The Problem	1
	The Importance of the Investigation	2
	Delimitation of Study	4
	Definition of Terms	6
II.	REVIEW OF RELATED LITERATURE	8
	The Social Studies Curriculum in Alberta	10
	General Methods of Instruction	14
	Classroom Procedures or Techniques	15
	Procedures in Relation to Teacher Variables	25
	Summary	27
	Hypotheses	29
III.	DESIGN AND PROCEDURES OF INVESTIGATION	30
	Preparation of the Instruments	30
	Sample	33
	Data Gathering	39
	Data Processing and Analyzing	39
IV.	PRESENTATION AND ANALYSIS OF DATA	41
	Number of Procedures	41
	Kinds of Procedures	43
	Frequency of Use of Procedures	45
	Teacher Source of Procedures	48

CHAPTER PAGE

Number of Classroom Procedures in Relation to Teacher Training 53

Number of Classroom Procedures in Relation to Teacher Experience 55

Number of Procedures in Relation to Sex . . . 56

Number of Procedures in Relation to Expressed Attitude 63

V. THE FINDINGS IN RELATION TO HYPOTHESES 67

Summary of Findings 73

VI. CONCLUSIONS AND IMPLICATIONS 75

Conclusions 75

Implications 78

BIBLIOGRAPHY 83

APPENDIX A. (Correspondence to Superintendents). . . 87

APPENDIX B. (Teacher Questionnaire). 91

APPENDIX C. (Supervisor's Observation Schedule). . . 98

LIST OF TABLES

TABLE		PAGE
I.	A Comparison of Survey-Type Studies of Teaching Procedures	20
II.	A Comparison of Various Teaching Techniques Used by Two Groups of Teachers	24
III.	University Training of Teachers in Sample	34
IV.	Teaching Experience of Teachers in Sample	35
V.	Experience of Teachers in the Instruction of Social Studies	35
VI.	Sex of Teachers in Sample	36
VII.	Size of the School by Number of Teachers in Which Sample Teachers Taught	36
VIII.	Number of Teachers Instructing in Social Studies in the Schools in Which Sample Teachers Taught	37
IX.	Type of Communities in Which Sample Teachers Taught	37
X.	Number of Procedures Used by Teachers	42
XI.	Number of Procedures Used by Teachers in a Single Lesson	43
XII.	Kinds of Procedures Used by Teachers	44
XIII.	Most Frequently Used Procedures	46
XIV.	Procedures Placed in the First Five Ranks of Frequency of Use	47

TABLE PAGE

XV. Procedures Placed in the Last Five Ranks of Frequency of Use 48

XVI. Source of Teaching Procedures 50

XVII. First Sources of Classroom Procedures. 51

XVIII. Sources Placed in the First Three Ranks of Importance 52

XIX. Least Important Sources of Teaching Procedures . 53

XX. Total Number of Procedures Used by Male and Female Teachers 57

XXI. Number of Procedures Used by Male and Female Teachers in a Single Lesson 58

XXII. Data Used in Calculation of Difference Between Means Involving Total Procedures and Sex 60

XXIII. Data Used in Calculation of Difference Between Means Involving Procedures Used in a Single Lesson and Sex 63

XXIV. Total Number of Procedures Used by Teachers in Relation to Expressed Attitude 64

XXV. Number of Procedures Used by Teachers in a Single Lesson in Relation to Expressed Attitude. 65

LIST OF FIGURES

FIGURE PAGE

I. Distribution of the Sample in the Province . . . 38

CHAPTER I

INTRODUCTION

Teaching involves the guidance of the learner to absorb or acquire desired attitudes, habits, skills and knowledge. The process by which the student actually acquires these is called learning. In order to foster learning, teachers attempt to arrange a number of situations for their students to experience. In the process the instructor plans and executes a number of definite acts and patterns of behavior which are denoted as techniques, procedures and methods of instruction.

Involved in the teaching-learning process are at least six variables - the learner, the teacher, the course of study, the method and procedures of teaching, the administrative arrangements, and the physical environment. The procedures of instruction, which include the interaction between students and teacher, were the focus of this study. The teacher was the central figure.

I. THE PROBLEM

The purpose of this investigation was to study classroom procedures in the teaching of the social studies at the junior high school level. More specifically this study attempted to determine:

a. what classroom procedures are used in teaching

social studies in grades seven, eight and nine in the schools of Alberta;

b. the frequency of use of these procedures or techniques;

c. where the teacher learned or acquired the procedures used;

d. the relationship of the procedures used to the experience, training, sex and expressed attitudes of the teacher.

II. THE IMPORTANCE OF THE INVESTIGATION

The sole purpose of education is the promotion of learning; thus, the process of learning, itself, is of prime importance. At the centre of this process is the interaction between pupils and teacher. This involves teaching methods, procedures and techniques. Thus, this study of procedures is extremely important because it attempted to investigate relationships at the very 'heart' of the teaching-learning process. At present the procedures in use are largely the product of trial and error and opinions of individuals, rather than of investigation and analysis. As a result, the teaching-learning process may suffer.

This investigation derives its second note of importance from current interest in the teaching process. Many studies in classroom arrangement, size of class, grouping of students, time allocation, teacher grouping, programmed learning, etc.,

have been and are being attempted without prior knowledge of the nature of basic classroom procedures. The nature, effectiveness, and efficiency of instruction cannot be studied on a factual basis without basic knowledge, verified through research investigations such as the one being here attempted.

Authorities in education suggested a need for study in this area. Corey and Monroe in the Encyclopedia of Educational Research stated the following:

> When one summarizes what is definitely known in the teaching of the social studies, he is impressed by the paucity of convincing conclusions. They seem to be so few, so tentative, and so limited as to leave the whole field wide open for the repetition of previous studies...[1]

Melton pointed to the need to identify the present 'state of the art' in the management of a particular type of learning.[2]

In referring to instructional procedures more specifically, the need for investigation and its significance was also readily apparent. Stiles noted that

> ...some very substantial contributions to good teaching procedure have been made by researchers who have studied the values to be gained and techniques to be used in

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[1]Stephen M. Corey and Walter S. Monroe, Encyclopedia of Educational Research (New York: The Macmillan Company, 1940), p. 1154.

[2]Arthur W. Melton, "The Science of Learning and the Technology of Educations Methods," Harvard Educational Review, XXIX, No. 2 (Spring, 1959), p. 104.

> telling or lecturing, questioning, directed study and directing pupil activity....[3]

Thorndike also invited more research in methodology. He suggested

> ...One element of remedy is more fundamental and thorough analysis of methods of teaching--of what happens when the learner is provided with such and such situations or stimuli and led by such and such means to respond in such and such ways.[4]

The meagerness of factual knowledge and well constructed and verified theory is indicated by the lack of agreement and clarity in the definition of the basic concepts of method, techniques and procedures.[5] The need for research is great. This study attempts to meet this need partially by offering an experimental framework and testing several elements of it.

III. DELIMITATION OF STUDY

This investigation was limited to the study of classroom procedures or techniques, their use and relationship to selected teacher variables. No attempt was made to involve patterns of procedures or general methods which are related to the area of study.

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[3]E. R. Carr, Edgar B. Wesley and W.F. Murra, "Methods in the Social Studies," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1229.

[4]E. L. Thorndike, "The Need of Fundamental Analysis of Methods of Teaching," Elementary School Journal, XXX (November, 1929), p. 189.

[5]Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies (New York: Harper and Brothers Limited, 1955), p. 108.

Since it was recognized that there may be differences in procedures used in the teaching of different areas of instruction, this investigation was confined to the social studies.

This study involved classrooms attended by grades seven, eight and nine students. This limitation was imposed in view of evidence that different procedures are used at different school levels, i.e., primary, elementary, secondary and college. For example, the Regents' Inquiry found a difference between those used at the junior and senior high school levels.[6]

The relationships analyzed were also limited. Only four teacher variables (experience, training, sex and expressed attitudes) were studied in relation to procedures. This limitation was imposed in order that this study might be as thorough and as intense as possible.

The following assumptions were also made in this investigation:

a. The responses to the questionnaire, upon which the major portion of this work was based, represented the respondent's honest and best judgment.

b. The observations made by various superintendents of schools throughout the province were accurate and

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[6]Howard E. Wilson, Education For Citizenship (New York: The McGraw-Hill Book Company, Inc., 1938), p. 167.

unbiased.

c. The sample selected for study represented accurately the population concerned.

IV. DEFINITION OF TERMS

The following key terms require definition so that their interpretation may be consistent throughout this study:

a. "Social studies" is that subject constituted by

> ...those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology and geography, which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study, whether integrated or not, and of which both the subject matter, and the aims are predominantly social; ...[7]

b. "Junior high school" in Alberta is composed of grades seven, eight and nine.

c. "Method" is an all-inclusive term. The concept of method is synonymous with pattern. A number of procedures or techniques are included in a method of teaching, the total pattern of instruction. Lecturing, social recitation, laboratory, Morrison Plan, Dalton Plan, and project are names applied to methods, each different mainly because of the order of, inclusion of, or emphasis placed on instructional procedures.[8] Lecturing, as used here to denote a method, has a much broader

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[7] Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 509.

[8] William M. Alexander and Paul M. Halverson, Effective Teaching in Secondary Schools (New York: Holt, Rinehart and Winston, 1956), p. 15.

meaning than as used to denote a procedure in section c following and in this study generally.

d. "Procedure" is synonymous with technique and these terms may be used interchangeably.

> Skills and techniques are the appurtenances of teaching that one uses as a peculiar occasion demands. They are constituent parts of any teacher's method. They have been called the 'tricks of the trade', but they are more than that. Good techniques are often the basis of a good method.[9]

Procedures or techniques refer to activities within a lesson or series of lessons used to obtain the objectives desired. Examples include lecture, question and answer, discussion, written exercises, testing, excursion, and audio-visual activities. Procedure should not be confused with the parts of a lesson which include motivation, overview, drill, review, evaluation, etc. Most procedures may be used as a part of a lesson. For example, audio-visual procedure may be used in motivating or testing.

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[9]James A. Michener, "The Beginning Teacher," Inservice Growth of Social Studies Teacher, Tenth Yearbook of the National Council for the Social Studies (Cambridge, Massachusetts: National Council For the Social Studies, 1939), pp. 18 and 19.

CHAPTER II

REVIEW OF RELATED LITERATURE

The field of methods and procedures of instruction is extremely complex because of the number and the nature of the variables involved. Horn isolated at least eight factors.[1] Monroe and Marks stated that

> ...The nature of the activities performed varies with the subject in which the instruction is being given, and in a given subject there is additional variation with reference to the purpose recognized by the teacher, the quality and achievement status of the students, the size of the class, the equipment and instructional aids available, and other factors....[2]

Coutts[3] and Phillips[4] supported this view. Certainly the aims, subject matter form and organization, the learner or student, teacher, administrative arrangement and physical environment must be included as factors affecting the procedures and methods

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[1] Ernest Horn, Methods of Instruction in the Social Studies (New York: Charles Scribner's Sons, 1937), pp. 1-39.

[2] Walter S. Monroe and Arlyn Marks, "General Methods of Teaching," Educational Administration and Supervision, XXIV (1938), p. 497.

[3] Herbert T. Coutts, "Techniques in the Teaching and Testing of Themes One and Five of the Social Studies Two Course For Alberta Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1942), p. 49.

[4] Burr W. Philips, "Investigations in the Field of Methods," The Contribution of Research to the Teaching of the Social Studies, Eighth Yearbook of the National Council for the Social Studies (Cambridge, Massachusetts: The National Council for Social Studies, 1937), p. 63.

used in instruction.

The aims of instruction determine methods and procedures directly and indirectly. For example, democratic practices may be taught best by democratically-oriented procedures such as discussion rather than by lecturing, while learning to read, construct and use maps would not likely occur through a debate-type teaching technique. Argo concluded that methods employed depend to a large extent upon the type of learning to be realized.[5]

Insofar as content is concerned

> The grade arrangement of the course of study affects methods in three ways: first, by the closeness with which the instructional materials in any grade are related to the special needs, abilities and interests of the students in that grade; second, by the manner in which sequential arrangement provides for the maintenance of what has been learned and for the facilitation of new learning; and third, by the assumptions that are made as to the nature of growth and development. The second and third points are obviously closely related.[6]

The influence of the teacher on method is paramount. Again Horn wrote the following:

> All of the influences upon method that have been discussed up to this point, and many others, are modified, for good or evil, by the teacher; through his sympathetic understanding of the students, his

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[5]A. C. Argo, "Methods and Techniques," California Journal of Secondary Education, XIV (April, 1939), p. 201.

[6]Horn, op. cit., pp. 16 and 17.

> grasp of the psychology of learning, his skill in teaching procedures, his knowledge of subject matter, his familiarity with reference materials, his command of the fundamental modes of thought and inquiry, and, binding all these together, his insight into the ultimate purposes of instruction. No matter what teaching procedure is considered, its effectiveness is conditioned by the competence of the teacher who uses it.[7]

I. THE SOCIAL STUDIES CURRICULUM IN ALBERTA

The educative process in the junior high schools in Alberta is concerned with the youth, his society and his cultural environment.[8] The problem of instruction involves defining the kind of behavior which youth needs to develop to live in the Canadian culture; selecting the curriculum content and activities which will assure the attainment of this behavior; organizing a program of experiences which will cause youth to interact and as a result the desired outcomes to emerge; and evaluating outcomes so that changes may be made, if necessary.[9]

The three general purposes of secondary education in

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[7] Horn, op. cit., p. 34.

[8] Curriculum Guide for Alberta Secondary Schools, Department of Education (Edmonton: Department of Education, 1950), p. 7.

[9] G. Lester Anderson, "The Problem of Instructing," Learning and Instruction, The Forty-Ninth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1950), pp. 2 and 3.

Alberta are:

a. the fullest realization of the youths' personal potentialities;
b. the preservation and improvement of our democratic social order;
c. the understanding, utilization and improvement of the physical environment.[10]

From these is realized the general objective of the social studies program. This is

> ...to develop citizens who (1) understand our changing society; (2) possess a sound framework of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence--skills and abilities--to participate in group living in such ways as to make changes in the direction of the desired values and ideals.[11]

The social studies course in Alberta involves the integration of history, geography, economics and other social sciences. The content is broadly outlined in terms of scope and sequence. Specifically, in the junior high school the sequence is:

a. Grade seven - Development of Canadian Culture
b. Grade eight - Canada and the Commonwealth
c. Grade nine - Canada in the Western World[12]

Basically, the junior high school program is organized in units of study, work or experience.

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[10] Curriculum Guide for Alberta Secondary Schools, loc. cit.

[11] Junior High School Curriculum Guide for Social Studies--Language, Department of Education (Edmonton: Department of Education, 1958), p. 10.

[12] Ibid., p. 13.

The primary references are:

a. Grade seven - Canada and Her Neighbors[13]

b. Grade eight - The Commonwealth of Nations

- World Geography for Canadian Schools[14]

c. Grade nine - Canada in the Western World

- New World Geography[15]

In addition, numerous supplementary references are recommended. Two periodicals, World Affairs and Junior Scholastic, are also available to individual students.

Recommended methods and procedures place emphasis on pupil-centred rather than teacher-centred activities.[16] Committee work, pupil reports, open forum and panel discussions are specifically mentioned in the Curriculum Guide. Suggested time allotments are as follows:

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[13] Ibid., p. 100.

[14] Ibid., p. 141.

[15] Ibid., p. 173.

[16] Ibid., p. 4.

1. Formal teaching ..... 50 per cent
    a. motivation
    b. reviewing
    c. drilling
    d. summarizing
    e. personal experience
    f. materials too difficult for students
    g. materials unobtainable by students
2. Socialized procedures ..... 40 per cent
    a. investigation
    b. reporting
    c. class discussion
    d. panel discussion
    e. open forum
    f. debates
    g. field trips
3. Testing ..... 10 per cent[17]

Lastly, evaluation of the extent of learning is recommended in terms of objectives using all evidence available. The continuous program of evaluation is culminated in junior high school with a formal examination set by the Department of Education of the Province of Alberta.[18]

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[17] Ibid., p. 21.

[18] Ibid., pp. 24 and 25.

II. GENERAL METHODS OF INSTRUCTION

Investigations in the field of general methods of teaching the social studies have been confined largely to examining the merits of two or more patterns of teaching.[19,20,21] These studies have been experimental in nature involving experimental and control groups. Laboratory method, contract plan, the Dalton Plan, Winnetka Plan and project method are examples of patterns compared.

Insofar as the results are concerned Harris concluded that

> It is difficult to synthesize the evidence with respect to the relative merits of various named methods. Moreover, since the probability is high that variation in educational aims produces variation in educational method, the attempt to generalize on the basis of available evidence becomes exceedingly difficult. The safest generalization probably is that extant evidence is insufficient to establish the superiority of any single general methodology....[22]

This view is also shared by Nachman and Opochinsky who concluded that

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[19] Phillips, op. cit., p. 44.

[20] Arno A. Bellack and Dwayne Huebner, "Teaching," Review of Educational Research, XXX (June, 1960), p. 249.

[21] W. M. Alexander and S. Ersoff, "Schools for Adolescents: Instructional Procedures," Review of Educational Research, XXIV (February, 1954(, p. 54.

[22] Chester W. Harris (ed) "Methods of Teaching", Encyclopedia of Educational Research, (New York: The Macmillan Company, 1960), p. 850.

> Reviews of teaching research have consistently concluded that different teaching procedures produce little or no difference in the amount of knowledge gained by the students....[23]

This basic conclusion was also reached by Monroe and Marks,[24] and Phillips.[25]

Thus, recent modes of inquiry have not been particularly fruitful. As a result research has moved into new areas such as procedures away from general methods. The trend is toward studies in a specific subject such as social studies or psychology, and of specific techniques and procedures of teaching.[26]

III. CLASSROOM PROCEDURES OR TECHNIQUES

The problem of what procedures to use, and how and where to learn to use these, is extremely important to every teacher. Harris emphasized this when he wrote:

> The selection and implementation of effective teaching procedures has long been recognized as an integral and significant aspect of instruction. It is also one of the most difficult tasks confronting the classroom teacher. The attainment of worthy goals is conditioned not only

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[23] Marvin Nachman and Seymour Opochinsky, "The Effects of Different Teaching Methods: A Methodological Study," Journal of Educational Psychology, XLIX (October, 1958), p.245.

[24] Monroe and Marks, op. cit., pp. 497-498

[25] Phillips, op. cit., p. 47 and p. 63.

[26] Angela M. Broening, "General Methods of Teaching," Review of Educational Research IX (June, 1939), p. 295.

> by skillful selection and organization of content and experiences but also by the quality of the individual and group processes used to promote learning.[27]

1. Procedures Used:

Research in the field of classroom techniques has been of two types. Firstly, researchers have compared specific procedures. Secondly, surveys have been made of the existing practices in the schools in various areas of Canada and the United States. Studies conducted by Gerberich and Warner,[28] Eglash,[29] Spence,[30] Mix,[31] and Stovall[32] are examples of the

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[27]Harris, op. cit., p. 1266.

[28]J. R. Gerberich and K. O. Warner, "Relative Instructional Efficiencies of the Lecture and Discussion Methods in a University Course in American National Government," Journal of Educational Research XIX (1935-36), pp. 574-579.

[29]Albert Eglash, "A Group-Discussion Method of Teaching Psychology," Journal of Educational Psychology XLV (1954), pp. 257-267.

[30]Ralph B. Spence, "Lecture and Class Discussion in Teaching Educational Psychology," Journal of Educational Psychology XIX (1928), pp. 454-462.

[31]Louis C. Mix, "An Experimental Comparison of Two Methods of Teaching Unit Two of the High School Social Studies 20 Course (1954)" (Unpublished Master's thesis, The University of Alberta, Edmonton, 1954), pp. 1-78.

[32]Thomas F. Stovall, "Lecture vs Discussion," Phi Delta Kappan XXXIX (1957-58), pp. 255-258.

first type. The second type is exemplified in studies by Feany,[33] Lux,[34] Dunlop,[35] Coutts,[36] Young,[37] and Wilson.[38]

The first, chronologically, of the survey-type was Dunlop's investigation of the teaching of history in secondary schools of Alberta. This study attempted to discover what occurred in the ordinary classroom under day to day conditions. A questionnaire was administered to 329 graduates of secondary schools who were attending Provincial Normal schools. Dunlop found that classroom activity was largely teacher-centred. There was little evidence of the use of aids outside of the textbook. Classroom procedures were confined to

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[33]P. J. Feany, "A Survey of Instructional Practices and Equipment Used in Observed Lessons in the Social Studies in Grades Six, Seven and Eight, in Selected Cities of the Middle West," Journal of Educational Research XXX (1936-37), pp. 348-356.

[34]John E. Lux, "A Comparison of Teaching Methods Used by Superior and Non-Superior Teachers," The Social Studies LIII (October, 1962), pp. 171-174.

[35]George M. Dunlop, "An Investigation Into Methods and Procedures in the Teaching of History in the Larger Secondary Schools of Alberta" (an unpublished Master's thesis, The University of Alberta, Edmonton, 1931), pp. 1-95.

[36]Coutts, op. cit.

[37]William E. Young, "Methods of Learning and Teaching," Review of Educational Research XI (October, 1941), pp. 446-458.

[38]Howard E. Wilson, Education for Citizenship (New York: The McGraw-Hill Book Company, Inc., 1938), pp. 162-185.

lecturing, question and answer, class discussion, testing and individual study.[39]

Feany surveyed instructional practices in lessons in social studies in grades six, seven and eight. A check sheet was used in the observation of 250 lessons. The study revealed that supervised individual study, question and answer, lecturing, class discussion, individual reports, tests, audio-visual aids, dramatization and debates were the procedures used.[40]

Wilson's report of the Regent's Inquiry indicated the use of both an observation schedule and a questionnaire in gathering information. The 384 teachers answering the questionnaire, and the results of the observation of 200 classrooms indicated that classroom procedures used included testing, supervised individual study, question and answer, and lecturing.[41]

Coutts studied the techniques used in teaching two units of high school social studies. Evidence from the 200 questionnaires answered indicated that teaching procedures vary with the topic, the school, the type of pupil and the teacher.

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[39] Dunlop, op. cit.

[40] Feany, op. cit.

[41] Coutts, op. cit.

Lecturing, committee activities, excursions, testing, class discussion, debate and dramatization were all used.[42]

Lux in a study of superior and non-superior teachers reported the use of class discussion, question and answer, individual student activities, lecturing and group activities.[43]

A summary of the nature of the above five studies is contained in Table I.

Thus, the evidence indicates that a variety of procedures are used in classroom instruction, although all are not used at one time, nor are all used by any single teacher.[44] These procedures may be delineated and defined as follows:

1. The 'lecturing' or 'telling' technique which is dominated by an extended discourse by the teacher.[45]
2. The 'questioning by the teacher and answering by the pupil' procedure involving either oral or written forms of recitation.
3. The 'class discussion' approach involving free or controlled responses by the class and either teacher or pupil leadership.
4. The 'written exercise' type procedure during which the teacher assigns individual or class exercises from a workbook or prepared exercise sheet.

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[42] Coutts, op. cit.

[43] Lux, op. cit.

[44] Charles H. Coleman, "The Maze of Methods," Social Studies XXX (March, 1939), pp. 124 and 125.

[45] Monroe and Marks, loc. cit.

TABLE I

A COMPARISON OF SURVEY-TYPE STUDIES
OF TEACHING PROCEDURES

Name	Year	Subject	Grade	Size of Sample	Place of Study	Type of Study
Dunlop	1931	History	post high school	329	Alberta	questionnaire
Feany	1935	Social Studies	6, 7, 8	200	U.S.Middle West	observations by Superintendents and by Feany
Wilson	1938	Social Studies	7, 8, 9	384 200	N.Y. State	questionnaire observation
Young	1940	Social Studies	all levels	1,764	U.S. Cities	questionnaire survey
Coutts	1942	Social Studies	11	46	Alberta	questionnaire
Lux	1961	Social Studies	7 - 12	114 35	Nebraska	questionnaire rating sheet

5. The 'individual student report' procedure usually resulting in student preparation and presentation of reports to the whole class.[46]

6. The 'formal written test' which consists of objective and, or, subjective type questions.[46]

7. The 'audio-visual' approach involving a number of mechanical devices and non-mechanical materials which may include pictures, maps, diagrams, slides, filmstrips, films, radio, models, records and tape recordings.[47] (These are used as techniques of teaching, not as a supplementary aid to lecturing or any other procedure).

8. The 'excursion' experience involving class visitation of an area or subject.

9. The 'small group activities' which may involve the pooling of information, the preparing of reports, or the constructing of maps, diagrams, charts, etc.

10. The 'individual supervised study' technique involving the students in private study. Reading is often the main activity.

11. The 'panel' or 'debate' procedures which are formalized small group activities for the benefit of the class as a whole. The elements of the first are a

---

[46] Coutts, op. cit., pp. 54-55.

[47] W. A. Wittick, "Bring Teaching Methods Up-to-Date," Nations Schools LV (January 1955), p. 82.

panel of four or more pupils, a chairman, the class as an audience and a topic for discussion. No set speeches are made; rather, there is a free-for-all discussion.[48] The debate, on the other hand, is a more formalized activity, discussion being held under the formal rules of debate.

12. The 'resource-person visit' procedure brings a special authority into the classroom. This individual, in fact, replaces the teacher as the 'fount of knowledge' during the length of his visit.

Other procedures may also be isolated. Dramatization, for example, was mentioned by Coutts.[49]

2. Procedure Preference:

The use of a particular technique in teaching is influenced by a number of factors, but teacher preference as a result of experience tends to govern the choice of procedures used and the amount of time devoted to the use of each particular technique. Several studies indicated the use of a variety of teaching procedures.

Feany found the rank order of use to be as follows:

a. supervised study

b. question and answer

c. lecturing

d. class discussion

---

[48] Phillips, op. cit., p. 55.

[49] Coutts, op. cit., p. 50.

e. student reports

f. written exercise

g. audio-visual

h. dramatization

i. debate

However, in addition his study revealed some differences in preference at the three grade levels, i.e., six, seven and eight.[50]

The Regents' Inquiry found the question and answer and lecturing techniques to be the characteristic forms of teaching in use about forty-five per cent of the time. Twenty-three per cent of the time was found to be devoted to supervised study while eleven per cent and ten per cent, respectively, were devoted to making assignments and testing. Various other activities occupied the remaining ten per cent of the time.[51]

A survey by the Research Division of the National Education Association found the technique of instruction most generally used was socialized recitation. Group activities were preferred at all levels of education. Individual activities were found to be used least.[52]

The findings of Lux's study are contained in Table II[53] below:

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[50] Feany, op. cit., p. 350.

[51] Wilson, op. cit., p. 166.

[52] Young, op. cit., p. 447.

[53] Lux, op. cit., p. 171.

TABLE II

A COMPARISON OF VARIOUS TEACHING TECHNIQUES USED BY TWO GROUPS OF TEACHERS

Technique	Superior Teachers	Non-Superior Teachers
Class Discussion	61.5	48.1
Recitation	28.0	15.4
Individual Projects	15.3	1.9
Lecture	14.2	25.0
Student-led Discussion	11.0	7.7
Group Activities	8.8	3.8

Class discussion, lecturing, and question and answer were among the first four procedures indicated used in all above noted studies. Individual and small group activities, and special 'new' procedures such as audio-visual and debate approaches were least used. Several techniques were not even noted.

3. Source of Procedures:

Educational techniques originate in three general ways. First, "some educational techniques have developed through long

experience and by judgments made by the practitioners on the spot rather than through research."[54] Secondly, "many educational techniques, . . . , owe their origin to psychological research and reflection."[55] Group activities are examples of this. Thirdly, other procedures originated in educational theory such as that advanced by John Dewey.[56] However, the vast majority of educators do not acquire their procedures in any of these original ways, but rather by learning about those procedures in use.

Norris believes teachers learn to teach by example, that is, they teach as they are or were taught.[57] Observing fellow teachers might be another example of learning by example. Methods courses taught in universities may be another way that students learn teaching procedures. However, research evidence does not indicate how or where teachers learn their procedures. Only conjecture and random observations give any indication of possible sources.

IV. PROCEDURES IN RELATION TO TEACHER VARIABLES

The teacher is a key element in the learning situation. Yet little research concerning his attitudes, training, sex,

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[54] W. B. Inglis, "Techniques in Education," British Journal of Educational Studies VII (May, 1959), p. 122.

[55] Ibid.

[56] Ibid.

[57] Robert B. Morris, "We Teach As We Are Taught," School and Society LXVII (March, 1948), p. 209.

experience and other attributes, and their relationship to his approaches to teaching exist.[58] The Regents' Inquiry is one of the few attempts to study this relationship.[59]

The relationship of years of experience to method reported preferred indicated that teachers with less than five and more than twenty-five years of experience depended heavily on the question and answer technique. They indicated less tendency to use supervised study and other procedures such as excursion and group activities than did teachers with from five to twenty-five years of teaching. Teachers with more than four and less than twenty-five years of experience reported the use of more varied procedures than did those in the two extreme groups.[60]

Insofar as sex is concerned, women reported the use of more varied procedures than men.[61]

This study also indicated that junior high school teachers tended to employ considerably more varied and informal procedures than do senior high school teachers.[62]

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[58] R. E. Gross, "Research Studies In the Social Studies," (a paper presented to the National Council for the Social Studies, San Francisco, 1958), p. 62.

[59] Wilson, op. cit., p. 166.

[60] Ibid., p. 167.

[61] Ibid.

[62] Ibid.

In the comparison study of the procedures used by superior and non-superior teachers, Lux found the first to have more university training than the latter. Both superior and non-superior teachers reported the use of class discussion most frequently. Superior teachers placed the question and answer technique in the second category of frequency of use, while non-superior teachers gave that position to lecturing. Non-superior teachers tended to use class discussion, question and answer, and lecture 88.5 per cent of the time. Superior teachers tended to use a greater variety of procedures than did non-superior.[63]

The drawing of definite conclusions from such meager research and literature is impossible. It merely indicates possible relationships.

V. SUMMARY

Research, thus, would indicate that in the field of teacher instruction there are at least two levels. First, there exist general methods or patterns of teaching often called 'named methods'. Thus far studies have been confined largely to a comparison of these patterns with less attention being focused on their composition. The second level consists of the

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[63] Lux, op. cit., p. 171.

procedures, techniques and approaches used by the teacher in the classroom. These are essentially a single series of like actions performed or directed by the teacher. These are the component elements of general methods, although not all methods are composed of the same, or same number of, procedures. Research, at this level, has been either of a comparison or survey type. Little attempt has been made at careful scrutiny or enumeration and description.

Both methods and procedures are closely related to a multitude of variables centred around the area of study, the learner, the teacher, the administrative arrangement and the general environment. The aim, arrangement and content of study are included in the first set. The age, sex, health, attitude, and social-economic status of the pupil are part of the second complex. The teacher variables include sex, age, health, experience, training, attitude, physical stature and personality. The grade placement, size of class, personnel services and physical equipment available to pupils and teachers are elements of the fourth area. The type of community and school compose the last set of influences on methods and procedures.

From these considerations, resulting from the review of literature and research, arise a multitude of relationships that could be studied. The theory of methodology is very sketchy, exact relationships have not been defined.

VI. HYPOTHESES

In this study a limited number of relationships were selected for study. The following hypotheses were tested:

a. A variety of different teaching procedures is used in teaching junior high school social studies. A variety herein is arbitrarily defined as a mean number of more than eight in the case of total number of procedures and three in regard to number used in a single lesson.

b. The lecture technique is used more frequently than any other single procedure. A difference of one per cent or more is herein interpreted as more frequently.

c. Teachers learn a greater number of the procedures through university training in methodology than any other single way. A greater number is defined as a difference of one per cent or more.

d. The number of procedures is not related to the teachers' years of professional training.

e. The number of procedures is not related to the teachers' years of experience.

f. Women use a greater mean number of procedures than do men.

g. The number of procedures used is not related to the expressed attitude of the teacher.

CHAPTER III

DESIGN AND PROCEDURES OF INVESTIGATION

This investigation was designed as a survey-type study. Two instruments were constructed to discover the procedures or techniques that teachers use in teaching social studies. The first was a questionnaire to be answered by teachers, and the second was an observation schedule to be completed by superintendents on their visits to classrooms. The instruments were parallel and contained basically the same types of questions. In both cases all questions were 'open-ended' allowing answers to be submitted other than the suggested ones.

To allow the respondents maximum freedom in answering, the instruments were distributed through the superintendents of the Province of Alberta. The anonymity of all persons participating was assured. Unsigned instruments were forwarded directly to the investigator in the envelopes supplied.

Thereafter, answers received were tabulated by the investigator, and data studied and analyzed. The results appear in the following chapters.

I. PREPARATION OF THE INSTRUMENTS

1. Questionnaire (Sample in Appendix B)

The questionnaire was designed to parallel the subproblems of this investigation. It consisted of the following

sections:

a. 'General.' This was included to ascertain the nature of the sample answering the questionnaire, and the school and community setting. It consisted of five parts designed to determine size of school, type of community, and arrangement of teaching periods.

b. 'Teaching Procedures Used.' This section was designed to determine what procedures were used by respondents. 'Yes-No' type answers were solicited in regard to the use of twelve listed procedures.

c. 'Frequency of Use of Procedures.' The purpose of this section was to attempt to ascertain the rank order of frequency of use. In part one teachers were asked to rank procedures in order from most frequently used to least frequently used. Part two attempted to find the difference in use among procedures by asking the respondent to answer in terms of percentage.

d. 'Teacher Source of Procedure.' This section attempted to find out where teachers learned the teaching procedures in use. Part one consisted of questions requiring 'Yes-No' type answers. Part two requested a ranking of sources to indicate the importance of the source.

e. 'University Training.' The request for information here had two purposes - to ascertain the nature of the sample and the independent variable in the fourth hypothesis advanced. This section consisted of 'fill-in-the-blank' type questions.

f. 'Teaching Experience.' The type and length of experience was the information sought in this section. It served the same purpose as did part 'e' above. The questions here were of a multiple-choice type.

g. 'Teacher Sex.' This section served the same purpose as the two previous.

h. 'Teacher Expressed Attitude.' An attempt was made here to ascertain whether the attitude of the teacher was generally favorable or unfavorable to the teaching of social studies. A tri-choice type question was set in this section.

2. Observation Schedule. (Sample in Appendix C)

The observation schedule was constructed to parallel the questionnaire. With two general exceptions the instruments were exactly the same. First, the observation schedule did not contain section four of the questionnaire 'teacher source of procedures.' Second, superintendents were asked to check answers while observing classroom teaching.

3. Validity.

The two instruments were submitted to the members of the supervising committee for scrutiny.

A pilot study was conducted in the junior high schools of the West Jasper Place School District No. 4679 to determine how valid and usable the questionnaire was. Eight teachers answered this instrument commenting freely in writing. However, no major revision seemed advisable as the questionnaire was found comprehensive and deemed acceptable in the form presented.

II. SAMPLE

1. Selection

The selection procedure was designed, first, to obtain a representative sample from the population of teachers instructing in junior high school classrooms in Alberta. The anonymity of the individuals answering the questionnaire was the second concern. The latter was particularly important in a study of this nature involving personal and professional information about the teacher and his teaching.

The following steps were, therefore, taken:

a. Each superintendent in the Province of Alberta was asked for assistance in selecting the sample of teachers. Fifty-three responded indicating their willingness to assist.

b. When questionnaires and observation schedules were subsequently mailed to superintendents, they were instructed to

choose teachers randomly, to serve as the sample. Then they were asked to forward the questionnaire to some of the individuals chosen, and to visit and observe the remainder.

2. Characteristics.

One hundred forty teachers answered and returned the questionnaire. Forty-two observation schedules were received from superintendents. This sample consisted of teachers of social studies in grades seven, eight and nine. Tables III through IX indicate the nature of the sample. Figure I indicates the distribution of the sample in the Province.

TABLE III

UNIVERSITY TRAINING OF TEACHERS IN SAMPLE

Years of Training	Number of Teachers Answering Questionnaire	Number of Teachers Observed
1 or less	50	12
2	41	11
3	19	8
4	23	11
5	3	0
6 or more	4	0
Totals	140	42

TABLE IV

TEACHING EXPERIENCE OF TEACHERS IN SAMPLE

Years of Experience	Number of Teachers Answering Questionnaire	Number of Teachers Observed
0-5	43	8
6-10	27	15
11-15	29	7
16-20	18	5
21-25	12	4
26-30	7	1
30 and over	4	2
Totals	140	42

TABLE V

EXPERIENCE OF TEACHERS IN INSTRUCTION IN SOCIAL STUDIES

Years of Experience	Number of Teachers Answering Questionnaire	Number of Teachers Observed
0-5	60	18
6-10	34	14
11-15	28	5
16-20	11	4
21-25	5	0
26-30	1	0
30 and over	1	1
Totals	140	42

TABLE VI

SEX OF TEACHERS IN SAMPLE

Sex	Number of Teachers Answering Questionnaire	Number of Teachers Observed
Male	70	21
Female	70	21
Totals	140	42

TABLE VII

SIZE OF SCHOOL BY NUMBER OF TEACHERS IN WHICH TEACHERS TAUGHT

Size of School By No.of Teachers	Number of Teachers Answering Questionnaire	Number of Teachers Observed
1-5	80	25
6-10	37	12
11-15	12	1
16-20	7	3
21-25	3	1
26 and over	1	0
Totals	140	42

TABLE VIII

NUMBER OF TEACHERS INSTRUCTING IN SOCIAL STUDIES
IN SCHOOLS IN WHICH TEACHERS TAUGHT

Number of Teachers Teaching Social Studies	Number of Teachers Answering Questionnaire	Number of Teachers Observed
1	21	6
2	32	12
3	48	10
4	15	7
5	8	3
6	5	1
7	6	2
8	2	1
9	2	0
10 or more	1	0
Totals	140	42

TABLE IX

TYPE OF COMMUNITIES IN WHICH
SAMPLE TEACHERS TAUGHT

Type of Community	Number of Teachers Answering Questionnaire	Number of Teachers Observed
Majority City	21	5
Majority Town	25	12
Majority Village	9	6
Majority Rural	83	19
Others	2	0
Totals	140	42

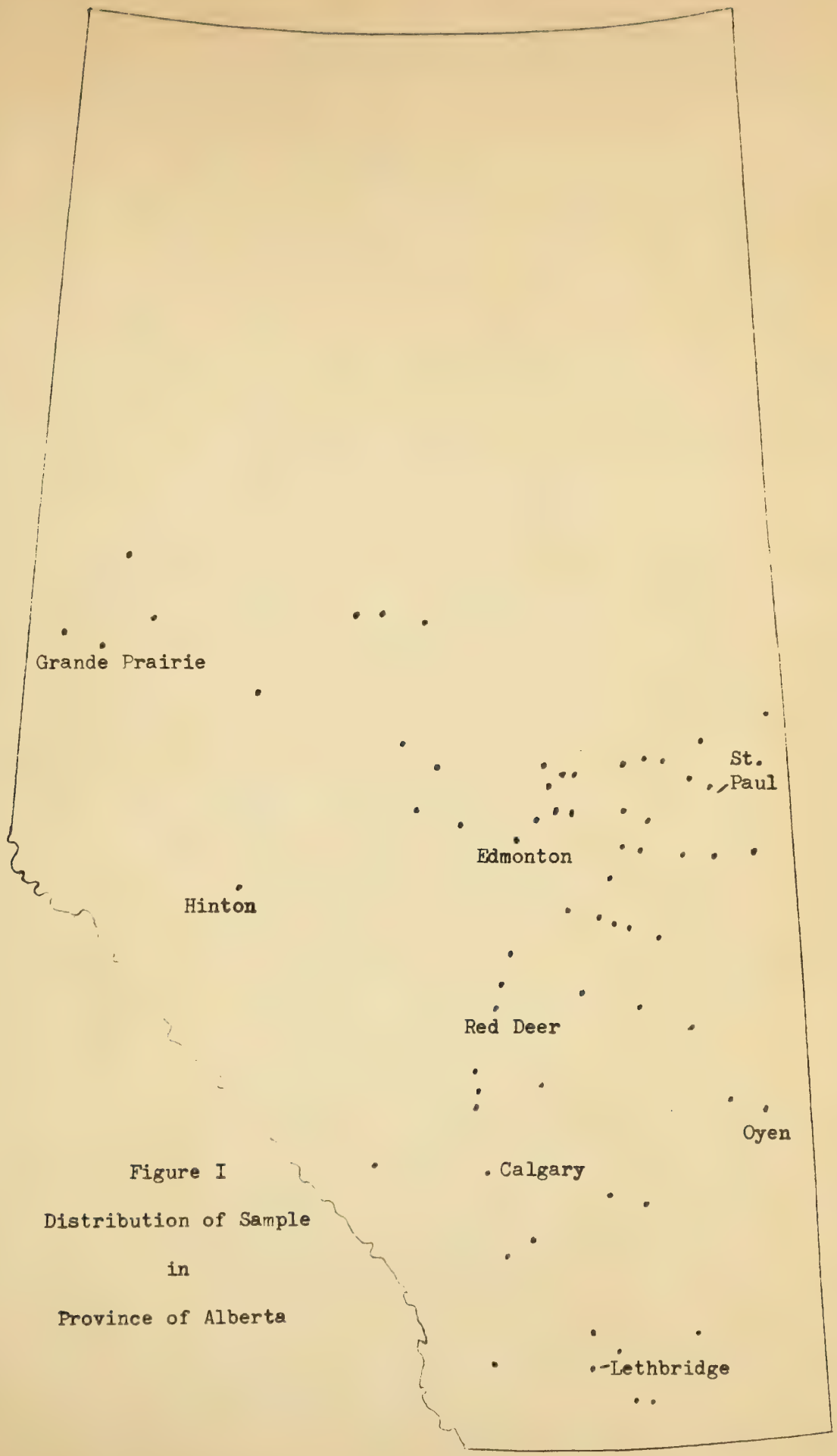

Figure I

Distribution of Sample

in

Province of Alberta

III. DATA GATHERING

Data were secured by means of the two instruments described above. Two hundred four questionnaires and fifty-three observation schedules were sent to superintendents. They in turn forwarded the questionnaires to the teachers previously chosen by them to participate in the study. The teachers completed the questionnaire and returned them directly to the writer by mail. One hundred forty were returned for a 69.18 per cent return.

The observation schedules were completed by the superintendents involved during a visit to the selected classrooms and then returned to the writer by mail. Forty-two or 79.246 per cent were returned. The information contained in these two instruments constituted the data for this study.

IV. DATA PROCESSING AND ANALYZING

The data gathered by means of the questionnaire and observation schedule were treated statistically in a manner appropriate to the data and relationships under study. The results of the analyzed data are presented in Chapter IV.

In sections 1 to 4 of Chapter IV data are ranked in order and treated by means of percentage. Pearson product-moment correlations were calculated to analyze the data in Sections 5 and 6. In Section 7 the relationship involved

was analyzed by using the 'F test' to find the homogeneity of the variances and by finding the significance of difference between two means for independent samples. In regard to Section 8 the relationships involved were treated by the calculation of a biserial correlation coefficient.

In Sections 5 to 8 the significance was set with .05 being interpreted as significant. A two-tail test was used. In Section 1 the confidence intervals for the means were calculated at the 95 per cent level.

The results of this study are further analyzed in relation to each hypothesis advanced for study. This is contained in Chapter V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this chapter data are presented and analyzed in respect to the problems posed for study. Both data from the questionnaire and observation schedule are included. However, comparison of these two sets of information is restricted because of the time variable. Questionnaire answers were not limited in time, but observation schedule responses were limited to one lesson period.

1. Number of Procedures.

How many different procedures are used by teachers in junior high school social studies instruction? How many different procedures are used in a single lesson? The answers to these two problems are indicated in Tables X and XI. The average number of procedures used is 9.05 while the range is from five to thirteen. The average number used in a single lesson is 3.98 while the range is from one to eleven.

Using formula[1]

$$S_{\bar{X}} = \frac{S}{\sqrt{N}}$$

to estimate the standard error, the 95 per cent confidence intervals were calculated for the both means above. The con-

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[1]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company Inc., 1959) p. 121.

fidence interval of the mean of the total number of procedures used was from 8.84 to 9.26. The confidence interval of the mean of the number of procedures used in a single lesson was from 3.57 to 4.39.

TABLE X

NUMBER OF TEACHING PROCEDURES USED BY TEACHERS

Number of Procedures	Number of Teachers Using	Per Cent of Teachers Using
5 or less	1	.71
6	10	7.14
7	21	15.00
8	24	17.14
9	25	17.86
10	28	20.00
11	18	12.86
12	9	5.71
13 or more	4	2.86
Total	140	

$\bar{X} = 9.05$

TABLE XI

NUMBER OF TEACHING PROCEDURES USED BY TEACHERS IN A SINGLE LESSON

Number of Procedures	Number of Teachers Using	Per Cent of Teachers Using
1	1	2.38
2	6	14.29
3	10	23.81
4	9	21.43
5	8	19.05
6 or more	8	19.05
Total	42	

$\bar{X} = 3.98$

2. Kinds of Procedures.

What procedures are used by teachers in social studies instruction? Observation and responses indicated that some teachers use at least thirteen different procedures at various times. The results showing the number of teachers using each procedure are contained in Table XII. Over 85 per cent of the teachers in the sample reported using test, question and answers, lecturing, audio-visual activities, written exercises, class discussion, and individual reports as techniques of instruction. Only the lecture and question and answer techniques were observed in use by the same percentage of teachers. These results indicated that the above procedures are very often used by teachers.

All twelve techniques suggested by the investigator are used by more than 25 per cent of respondents. All twelve were observed in use by some superintendent or another, although only one teacher was observed using panels or debates and excursion. Several other techniques were suggested, and some of these were also observed in use. Thus evidence indicated that more than twelve techniques are used by teachers.

TABLE XII

KINDS OF TEACHING PROCEDURES USED BY TEACHERS

Kinds of Procedures	Number of Teachers Reported Using	Percentage of Teachers Reported Using	Number of Teachers Observed Using	Percentage of Teachers Observed Using
Tests	138	98.57	5	11.90
Question and Answers	137	97.86	40	95.24
Lecture	135	96.43	36	85.71
Audio-Visual Activities	130	92.86	8	19.05
Written Exercise	128	91.43	29	69.05
Class in Discussion	127	90.72	19	45.24
Individual Reports	120	85.71	15	35.71
Small Group Activities	86	61.43	5	11.90
Individual Study	79	56.43	13	30.95
Panels or Debates	59	42.14	1	2.38
Resource Person Visits	52	37.14	2	4.52
Excursions	37	26.43	1	2.38
Others	25	17.86	7	16.67
	N = 140		N = 42	

3. Frequency of Use of Procedure.

Which procedure is used most often by teachers? Which procedure is used least often? What is the order of frequency of use? Tables XIII, XIV and XV indicate the frequency of use of classroom procedures by order of placement and number of teachers using each.

Lecturing, question and answer, and class discussion were reported being used by over 10 per cent of the teachers, while lecturing and question and answer were observed being used in over 30 per cent of the classrooms visited. Lecturing, question and answer, and written exercise also appear in the first five ranks of use in over 85 per cent of the cases. The first two of these were observed in use very frequently, being placed in the first five ranks by over 80 per cent of the observers. The results indicated very frequent use of question and answer, and lecturing in all cases and very infrequent use of such procedures as excursion, panels and debates, and resource person visits.

TABLE XIII

MOST FREQUENTLY USED TEACHING PROCEDURE

	Number of Teachers Reported Using	Percentage of Teachers Reported Using	Number of Teachers Observed Using	Percentage of Teachers Observed Using
Lecture	75	46.26	15	31.92
Question and Answer	29	17.90	18	38.30
Class Discussion	18	11.11	3	6.38
Written Exercise	14	8.64	4	8.51
Small Group Activities	8	4.94	0	0
Student Reports	6	3.70	4	8.51
Individual Study	4	2.47	2	4.25
Tests	3	1.85	0	0
Audio-Visual Activities	2	1.23	0	0
Excursion	1	.62	0	0
Panels and Debates	1	.62	1	2.13
Resource Person Visits	1	.62	0	0
Totals	162*		47*	

* Total does not correspond with N because several teachers and observers failed to discriminate between procedures and ranked several as most frequently used.

TABLE XIV

PROCEDURES IN THE FIRST FIVE RANKS OF FREQUENCY OF USE

Procedure	Number of Teachers Placing	Percentage of Teachers Placing	Number of Teachers Observed Using	Percentage of Teachers Observed Using
Lecture	124	88.57	35	83.33
Question and Answer	124	88.57	37	88.10
Written Exercise	119	85.00	27	64.29
Class Discussion	107	76.43	17	40.48
Student Reports	81	57.86	10	23.81
Tests	60	42.86	3	7.14
Small Group Activities	39	27.86	4	8.52
Individual Study	36	25.71	9	21.43
Audio-Visual Activities	33	23.57	6	14.29
Panels and Debates	8	5.71	2	4.52
Resource Person Visits	5	3.57	1	2.38
Excursion	4	2.86	1	2.38
Others	2	1.43	4	8.52
	N = 140		N = 42	

TABLE XV

PROCEDURES PLACED IN THE LAST FIVE RANKS OF FREQUENCY OF USE

Procedure	Number of Teachers Placing	Percentage of Teachers Placing	Number of Teachers Observed Using	Percentage of Teachers Observed Using
Excursion	40	28.57	3	3.14
Resource Person Visits	33	23.57	1	2.38
Panels and Debates	30	21.43	1	2.38
Small Group Activities	18	12.86	1	2.38
Audio-Visual Activities	18	12.86	1	2.38
Tests	16	11.57	0	0
Student Reports	12	8.57	0	0
Class Discussion	5	3.57	0	0
Individual Study	4	2.86	1	2.38
Question and Answer	3	2.14	0	0
Others	2	1.43	0	0
Lecture	1	.71	0	0
Written Exercise	1	.71	0	0
	N = 140		N = 42	

4. Teachers' Sources of Procedures.

Where do the teachers learn the teaching procedures that they use? Where do teachers consider their greatest learning of procedures to have occurred? Replies obtained from the teacher

questionnaire indicated that teachers learn procedures in several ways. Table XVI indicates these, while Tables XVII to XIX show where teachers believe they learn most procedures.

The evidence indicates that teachers learn their teaching techniques in at least ten different ways. Trial and error experience is by far the most frequent source of procedures. Ninety-five per cent of the respondents indicated that they acquired some procedures in that manner, while over fifty-nine per cent indicated that it was the most important way they learned techniques. Over eighty per cent of the teachers indicated they also learn their procedures in methods courses, by observing their teacher during their own school experience and by reading educational literature. Experience, exposition, and example, thus, appear to be the ways in which teachers learn procedures.

TABLE XVI

SOURCE OF TEACHING PROCEDURES

Sources	Number of Teachers Acquiring in Indicated Way	Percentage of Teachers Acquiring in Indicated Way
Experience	133	95.00
University Method Courses	122	87.14
Observed Teachers During School Life	121	86.43
Educational Literature	116	82.86
Practice Teaching	81	57.86
Observing Fellow Teachers	56	40.00
Discussion With Fellow Teachers	19	13.57
Inservice Activities	14	10.00
Supervisory Assistance	12	8.57
Student Suggestion	3	2.14
Others	6	4.29

N = 140

TABLE XVII

FIRST SOURCE OF TEACHING PROCEDURES

	Number of Teachers Placing In First Rank	Percentage of Teachers Placing In First Rank
Experience	82	58.57
University Method Courses	23	16.43
Observing Teachers During School Life	17	12.14
Practice Teaching	7	5.00
Educational Literature	6	4.29
Observing Fellow Teachers	5	3.57
Discussion with Fellow Teachers	2	1.43
Supervisory Assistance	1	.71
Inservice Activities	0	0
Student Suggestion	0	0
Others	0	0

N = 140

TABLE XVIII

SOURCES PLACED IN THE FIRST THREE RANKS OF IMPORTANCE

	Number of Teachers Placing in First Three Ranks	Percentage of Teachers Placing in First Three Ranks
Experience	123	87.86
University Method Courses	80	57.14
Observing Teachers During School Life	67	47.86
Educational Literature	52	37.14
Observing Fellow Teachers	41	29.29
Practice Teaching	34	24.29
Supervisory Assistance	4	2.86
Discussion With Fellow Teachers	2	1.43
Inservice Activities	2	1.43
Student Suggestion	1	.71
Others	0	0

N = 140

TABLE XIX

LEAST IMPORTANT SOURCES OF TEACHING PROCEDURES

Procedure	Number of Teachers Placing in Last Three Ranks	Percentage of Teachers Placing in Last Three Ranks
Inservice Activities	8	5.71
Observing Teachers During School Life	4	2.86
Discussion With Fellow Teachers	3	2.14
University Method Courses	2	1.43
Observing Fellow Teachers	2	1.43
Educational Literature	2	1.43
Supervisory Assistance	2	1.43
Experience	1	.71
Practice Teaching	1	.71
Student Suggestion	1	.71
Others	1	.71

N = 140

5. Number of Classroom Procedures in Relation to Teachers' Training.

What is the relationship of the total number of different procedures used by teachers and their number of years of teacher training in university, college or normal school? What is the relationship of the number of different procedures used in a

single lesson to the number of years of teacher training?

In order to determine the degree of relationship between the two variables, years of teacher training and number of procedures, a Pearson product-moment correlation coefficient was calculated. The formula[2] used was

$$r = \frac{N\Sigma x'y' - \Sigma fx' \Sigma fy'}{\sqrt{[N\Sigma fx'^2 - (\Sigma fx')^2][N\Sigma fy'^2 - (\Sigma fy')^2]}}$$

The significance level was set at .05. To test the significance of the correlation coefficient the t-test was used. The formula[3] used was

$$t = r\sqrt{\frac{N - 2}{1 - r^2}}$$

The null hypothesis was: there is no correlation between the years of training and number of procedures used by teachers or $H_0 : p = 0$.

The result of the calculation of Pearson product-moment correlation in regard to the total number of different procedures used and years of teacher training, showed $r = -.042$.

When the t-test was applied, a score of $t = .488$ resulted. In order for the correlation to have been significant the results would have to be $-1.96 \geq t \geq +1.96$.[4] Since t falls within this range of values the correlation of -.042 is not significant.

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[2] Ibid., p. 96.

[3] Ibid., p. 152.

[4] Ibid., p. 308.

The calculation of Pearson product-moment correlation to determine the relationship between number of procedures used by teacher in a single lesson and years of teacher training resulted in $r = -.111$.

When the t-test of significance was applied, the result was $t = -.706$. In order for the correlation to have been significant the result would have to be $-2.021 \geq t \geq 2.021$.[5] Since the value of t falls within this interval, $r = -.111$ is not significant at the .05 level.

6. Number of Classroom Procedures in Relation to Teaching Experience.

Is there a relationship between the total number of different procedures used by teachers and the number of years that teachers have taught? Is there any relationship between number of procedures used in a single lesson and the number of years the teacher has taught?

These two relationships were analyzed by means of the Pearson product-moment correlation. The formula and test of significance were calculated in the same manner as in Section Five which tested the relationship between number of procedures and years of training. The significance level was again set at .05.

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[5] Ibid.

The null hypothesis was : there is no correlation between the years of experience and number of procedures used or $H_o : p = 0$.

The calculation of the Pearson product-moment correlation between total number of procedures and years of teaching experience resulted in $r = -.054$.

When the t-test of significance was applied, t was found to equal .6378. In order for the correlation to have been significant the result would have to be $-1.96 \geq t \geq 1.96$.[6] Since the value of t falls within this range of values, $r = -.054$ is not significant.

When Pearson product-moment correlation was calculated to determine if a relationship exists between years of experience and number of procedures used in a single lesson, r was found to equal -.011.

The t-test of significance resulted in a score of $t = .069$. In order for the correlation to be significant the result would have to be $-2.021 \geq t \geq 2.021$.[7] Since the value of t falls within this interval the value of $r = -.011$ is not significant at the .05 level.

7. Number of Classroom Procedures in Relation to Sex.

Does any relationship exist between the sex of the teacher and the number of procedures used by the teacher in a

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[6] Ibid.

[7] Ibid.

single lesson? Is there any relationship between the sex of the teacher and the total number of techniques used by the teacher? Tables XX and XXI show the number of procedures used by teachers and the number of teachers using these.

TABLE XX

TOTAL NUMBER OF PROCEDURES USED BY MALE AND FEMALE TEACHERS

Number of Procedures	Female	Male
5 or less	0	1
6	4	8
7	9	10
8	11	12
9	17	11
10	18	9
11	8	11
12	3	6
13 or more	0	2
	$\bar{X}$ = 9.029	$\bar{X}$ = 8.957

TABLE XXI

NUMBER OF PROCEDURES USED BY
MALE AND FEMALE TEACHERS
IN A SINGLE LESSON

Number of Procedures	Female	Male
1	0	1
2	4	4
3	7	6
4	3	4
5	3	4
6	2	1
7	0	0
8	1	0
9	1	1
	$\bar{X}$ = 4.048	$\bar{X}$ = 3.714

The two relationships between sex and total number of procedures used and between sex and number of procedures used in a single lesson were analyzed using the statistical tests known as 'F test' for the homogeneity of variances of the samples involved, and the 'Significance of the Difference Between Two Means for Independent Samples.'

The null hypothesis was: the difference between the variances of the samples is not significant or

$$H_o = S_1^2 = S_2^2 = S^2$$

All relevant data are contained in Table XXII.

The formula[8] used to find the variances of the male and female samples was:

$$s^2 = \frac{\Sigma(X - \bar{X})^2}{N - 1}$$

The formula[9] used to find the homogeneity of the variances was:

$$F = \frac{s_1^2}{s_2^2}$$

The result was F = 1.508. With N - 1 degrees of freedom equal to 69 in the case of both the lesser and greater mean squares, in order for the difference between the variances to be significant at the 5 per cent level the F value would have to be beyond 1.47.[10] At the 1 per cent level F would have to be beyond 1.74.[11]

Since the value of F is beyond the 5 per cent point, 1.47, we must reject the null hypothesis at that level.

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[8] Ibid., p. 141.

[9] Ibid.

[10] Ibid., p. 313.

[11] Ibid.

TABLE XXII

DATA USED IN CALCULATION OF DIFFERENCE BETWEEN MEANS INVOLVING TOTAL PROCEDURES AND SEX

	Male	Female
N	70	70
ΣX	627	632
$\bar{X}$	8.957	9.020
$\Sigma(X - \bar{X})^2$	44,067.68	66,438.
s^2	638.66	962.87
$s^2_{\bar{X}}$	3.02	3.71

Since the difference between the variances was significant at the 5 per cent level, the method of Cochran and Cox for calculation of the 't test' of significance between mean under these conditions was used.[12]

The null hypothesis was that there is no difference between the means of the two samples, male and female, or $H_o : \bar{X}_1 - \bar{X}_2 = 0$.

The formula[13] used to calculate the standard error of the differences between means was:

$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{\Sigma(X - \bar{X}_1)^2}{N_1(N_1 - 1)} + \frac{\Sigma(X - \bar{X}_2)^2}{N_2(N_2 - 1)}}$$

[12] Ibid., p. 143.

[13] Ibid.

The formulas[14,15] used to calculate t were:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{x}_1 - \bar{x}_2}}$$

$$t = \frac{s_{\bar{x}_1}^2 t_1 + s_{\bar{x}_2}^2 t_2}{s_{\bar{x}_1}^2 + s_{\bar{x}_2}^2}$$

The standard error of the differences between means was 4.78. The 't test' resulted in t = .015. The level of significance was set at the .05 level. In order for the difference between means to be significant the value of t would have to be $-2.000 \geq t_{.05} \geq + 2.000$. The null hypothesis must be accepted. The difference between means was not significant when the total number of procedures used and sex are considered.

The above calculations as applied to the F test were repeated to determine the homogeneity of the variance of the two observed samples. The null hypothesis was the same. The relevant data are contained in Table XXIII.

The result was F = 1.144. With N-1 degrees of freedom equal to 20 in case of both the lesser and greater mean squares, in order for the differences between variances to be significant

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[14] Ibid.

[15] Ibid., p. 144.

at the 5 per cent point, F would have to equal or be beyond 2.12.[16] Since it was not, the null hypothesis must not be rejected. There is no significant difference between variances.

The significance of the difference between the means was then tested. The null hypothesis was that there is no significant differences between the means of the two sample, male or female, or $H_o : \bar{X}_1 - \bar{X}_2 = 0$.

The formula[17] used was

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2}{N_1} + \frac{s^2}{N_2}}}$$

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[16] Ibid., p. 311.

[17] Ibid., p. 137.

TABLE XXIII

DATA USED IN THE CALCULATION OF DIFFERENCE BETWEEN MEANS INVOLVING PROCEDURES USED IN A SINGLE LESSON AND SEX

	Male	Female
N	21	21
ΣX	78	85
$\bar{X}$	3.714	4.048
$\Sigma(X - \bar{X})^2$	681.1	595.0
s^2	34.05	29.75

The calculation resulted in t = .192. In order for the difference to have been significant at the .05 level the result would have to be $-2.021 \geq t \geq +2.021$.[18] Since t falls between these values the null hypothesis must not be rejected. There is no significant difference between the number of procedures used by men and women in a single lesson.

8. Number of Classroom Procedures in Relation to Expressed Attitude.

Is there any relationship between the total number of procedures used in instruction and the expressed attitude of the teacher towards the teaching of social studies? Is there any relationship between the number of procedures in a single lesson

[18] Ibid., p. 308.

and expressed attitude of the teacher? Tables XXIV and XXV contain the results of the survey and observations respectively. The data for these tables was obtained from Part VIII of the teacher questionnaire and Part VI of the observation schedule. When respondents expressed 'yes' to the first and second questions, and stated that they preferred to teach social studies over other subjects, their attitude was considered favorable. Similarily if responses were consistantly negative, then attitude was considered unfavorable. Any discrepancies in answers to the three questions was regarded as indicating no definite attitude.

TABLE XXIV
TOTAL NUMBER OF PROCEDURES USED BY TEACHERS
IN RELATION TO EXPRESSED ATTITUDE

Number of Procedures	Favorable Expressed Attitude	Unfavorable Expressed Attitude	No Definite Attitude Expressed
5 or less	1	0	0
6	10	1	0
7	17	0	4
8	18	1	5
9	24	2	2
10	23	0	3
11	18	0	0
12	6	0	1
13 or more	4	0	0
Totals	121	4	15

TABLE XXV

NUMBER OF PROCEDURES USED BY TEACHERS
IN A SINGLE LESSON IN RELATION
TO EXPRESSED ATTITUDE

Number of Procedures	Favorable Expressed Attitude	Unfavorable Expressed Attitude	No Definite Expressed Attitude
1	1	0	0
2	7	0	1
3	12	0	0
4	7	0	1
5	7	0	0
6	3	0	0
7	1	0	0
8	0	0	0
9	2	0	0
Totals	40	0	2

To test the relationship between expressed attitude and number of procedures used, the biserial correlation was calculated. This was possible only in relation to the data contained in Table XXIV. Obviously, it was impossible to do so for the data contained in Table XXV because of the absence of unfavorable responses to teaching social studies in the observed portion of the sample.

The formula[19] used was

$$r_{pbi} = \frac{\bar{X}_p - \bar{X}_t}{s_t} \sqrt{\frac{p}{q}}$$

The resulting correlation was r = .1.

The formula[20] used to calculate t was

$$t = r_{pbi} \sqrt{\frac{N - 2}{1 - r_{pbi}^2}}$$

In order for r to be significant at the .05 level, the result would have had to be $-1.960 \geq t \geq 1.960$.[21] Since t = 1.15 falls within this interval, the correlation, r = .1, cannot be considered significant at the .05 level.

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[19] Ibid., p. 201.

[20] Ibid., p. 202.

[21] Ibid., p. 308.

CHAPTER V

THE FINDINGS IN RELATION TO HYPOTHESES

This investigation studied classroom procedures in teaching the social studies at the junior high school level. It attempted to find out the total number of procedures used by teachers, and the number of procedures used in a single lesson; where the teachers learned the procedures; and the number of procedures used in relation to four teacher variables. i.e., training, experience, sex and expressed attitude.

1. Hypothesis Number 1. A variety of different teaching procedures is used in teaching junior high school social studies. A variety herein is arbitrarily defined as a mean number of more than eight in the case of total number of procedures and three in regard to number used in a single lesson.

From an analysis of the data presented in Table X it appears that Hypothesis Number 1 must not be rejected. This does not mean, of course, that all teachers use eight or more procedures. The range is from five to thirteen procedures. The mean number used is 9.05; the level of confidence is at five per cent. Eight or more procedures were used in teaching by 75.43 per cent of the teachers.

Table XI supports Hypothesis Number 1 also. The number of procedures used in a single lesson ranges from one to six. The mean number used in a single lesson is 3.98, the

level of confidence is at five per cent. Three or more teaching procedures in a single lesson were used by 83.34 per cent of the teachers. This must be considered a variety.

2. Hypothesis Number 2. The lecture technique is used more frequently than any other single procedure. A difference of 1 per cent or more is herein interpreted as more frequently.

From an analysis of the data contained in Tables XII, XIII, XIV and XV, it is evident that teachers use at least thirteen different procedures in teaching at various times. In addition these tables also indicate that at least thirteen different procedures were observed being used by teachers in one single lesson or another. The procedures reported in use include testing, question and answer, lecturing, audio-visual activities, written exercises, class discussion, individual reports, small group activities, individual study, panels or debates, resource person visits and excursions.

Data included in Table XII indicate that testing, question and answer, lecturing, audio-visual activities, written exercises, and class discussion were reported in use by over 90 per cent of the teachers. The lecture technique was ranked as the most frequently used procedure by 46.26 per cent of the teachers. The difference between the first rank, lecturing, and the second rank, question and answer as reported by teachers, is considerable. However, lecturing was placed in the second rank by observers. Lecture, question and answer,

and written exercises were placed in the first five ranks by over 80 per cent of the teachers as is shown in Table XIV. Lecture and question and answer were placed in the first five ranks of frequency of use by superintendents who observed the lessons. Over 80 per cent of the teachers placed these two procedures in these ranks.

This data supports Hypothesis Number 2. However, evidence indicates that this thesis must be extended and, as a result, it must be concluded that lecturing and questioning and answering, are used more frequently individually than any other procedure. This conclusion is supported by evidence contained in Tables XIII and XIV.

3. Hypothesis Number 3. Teachers learn a greater number of the procedures through university training in methodology than in any other single way. A greater number is defined as a difference of one per cent or more.

Analysis of the data contained in Tables XVI, XVII, XVIII and XIX indicates that teachers acquire procedures in at least eleven different ways. These include experience, university method courses, observing teachers during own school life, reading educational literature, practice teaching, observing fellow teachers, inservice training, supervisory assistance and student suggestions. Table XVI shows that over 80 per cent of the teachers indicated that they acquired their procedures in four ways--through experience, university method courses, observ-

ation of teachers during school life and reading educational literature.

Teachers consider experience to be the first source of teaching procedures. Table XVI indicates that over 95 per cent of the teachers reported they learned some techniques through experience. Experience was placed in the first rank of importance by 58.57 per cent of the teachers as opposed to only 16.43 per cent who placed university method courses in this place. This is shown in Table XVII. Experience was placed in the first three ranks of importance by 87.86 per cent of the teachers as opposed to 57.14 per cent for university method courses. Table XVIII illustrates this.

Hypothesis Number 3, therefore, must be rejected. Evidence does not support, but clearly refutes it. An analysis of the data indicates that experience is the most important way in which teachers learn their teaching procedures.

4. Hypothesis Number 4. The number of procedures is not related to the teachers' years of professional training.

The results of the analysis of the relationship between number of procedures and years of teacher training using the Pearson product-moment correlation revealed $r = -.042$ when the total number of procedures were considered, and $r = -.111$ when the number of procedures used in a single lesson were considered. In both cases upon the application of the 't-test', the correla-

tion coefficients were found to be not significant at the .05 level.

As a result Hypothesis Number 4 must not be rejected. There does not seem to be a relationship between the professional training of the teacher and the total number of procedures used or the number used in a single lesson.

5. Hypothesis Number 5. The number of procedures is not related to the teachers' years of experience.

The results of the analysis of the relationship between the number of procedures and years of teacher experience using the Pearson product-moment correlation revealed r = -.054 when the total number of procedures were considered, and r = -.011 when the number of procedures used in a single lesson were considered. Upon the application of the t-test, in both cases the correlation coefficients were found to be not significantly different than zero at the .05 level.

As a result Hypothesis Number 5 must not be rejected. No significant relationship is indicated between the number of procedures used and the years of experience in instruction of the teacher.

6. Hypothesis Number 6. Women use a greater mean number of procedures than do men.

Analysis of the data involving the relationship between number of procedures and sex showed the mean number of procedures used by men to be 8.957 and by women to be 9.029 when

the total number of procedures was considered. When the number of procedures used in a single lesson was considered the mean number for men and women respectively were 3.714 and 4.048. In both cases women used more procedures than men.

However, when the significance of the difference between two means for independent samples was calculated, it was found that the difference between means was not significant in regard to either total number of procedures or number of procedures used in a single lesson at the .05 level of confidence.

As a result Hypothesis Number 6 must not be rejected. There does not seem to be a relationship between sex and the number of procedures used.

7. Hypothesis No. 7. The number of procedures used is not related to the expressed attitude of the teacher.

The results of the analysis of the relationship between the total number of procedures used and the expressed attitude of the teacher using the biserial correlation revealed $r_{pbi} = .1$. Upon the application of the 't-test' the correlation coefficient was found to be not significant at the .05 level. No calculation of the relationship between expressed attitude and number of procedures used in a single lesson was completed because of the absence of unfavorable attitude data.

As a result Hypothesis Number 7 must not be rejected. The relationship between total number of procedures and expressed

attitude was not significant. No conclusion can be reached in regard to the relationship between the number of procedures used in a single lesson and expressed attitudes.

8. Summary of Findings.

This study which investigated teaching procedures used in social studies in the junior high school reports the following findings:

a. A variety of teaching procedures is used by teachers, both in total number and in the number used in a single lesson. The mean numbers are 9.05 and 3.98 respectively. Tests, question and answer, lecturing, audio-visual activities, written exercises, whole class discussion, individual reports, small group activities, individual study, panels or debates, resource person visits, excursion and other techniques are used.

b. Lecturing and question and answer are used more often as procedures than any others. Excursion, panels or debates and resource person visits are used least frequently.

c. Teachers acquire their classroom procedures in at least eleven ways. These include experience, university method courses, observing teachers during own school life, reading educational literature, practice teaching, observing fellow teachers, discussion with fellow teachers, inservice training, supervisory assistance, and student suggestion. However, the prime source of procedures as reported by teachers is experience.

d. No significant relationship was found to exist between the number of years of university training of the teacher and the total number of procedures used or number of procedures used in a single lesson.

e. No significant relationship was found to exist between the number of years of experience of the teacher and the total number of procedures used or number of procedures used in a single lesson.

f. No significant relationship was found to exist between the sex of the teacher and the total number of procedures used or number of procedures used in a single lesson.

g. The results of analysis of the relationship between expressed attitude of the teacher and the number of procedures used was not conclusive. However, the analysis tends to indicate no significant relationship.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This study was an exploratory investigation into the field of classroom procedures in teaching social studies at the junior high school level. The nature of the study, a survey, was dictated by the degree of investigation and the nature of the results of research conducted in this field up to this time. This was an attempt to ascertain the number and kinds of techniques in use, where the teacher acquired these, and the relationship of the number of procedures to teacher training, experience, sex and expressed attitudes.

A total of one hundred forty teachers of social studies in the junior high schools in all parts of the province answered questionnaires to supply the necessary data relevant to the total procedures used. Forty-two teachers were observed by superintendents who completed observation schedules which provided the data relevant to the procedures used in a single lesson.

I. CONCLUSIONS

A. The Number of Procedures

The acceptance of Hypothesis Number 1 allows us to conclude that teachers use a variety of procedures or techniques, both in total number and in a single given lesson. No normative judgment is implied regarding the use of a variety of pro-

cedures.

B. Kinds of Procedures

The data included in Tables XII, XIII, XIV and XV indicate that testing, question and answer, lecturing, audio-visual activities, written exercises, class discussion, individual reports, small group activities, individual study, panels or debates, resource person visits and excursions are used at various times. However, although these techniques and others are used, they are not used with equal frequency by any one teacher or all teachers. It must be concluded that the above procedures are used, but it cannot be concluded that others are not used at some time or another or that new kinds will not come into use.

C. Frequency of Use of Procedures

The acceptance of Hypothesis Number 2 allows us to conclude that lecturing and questioning and answering are more frequently used than other procedures. Class discussion, written exercise, small group activities, student reports, individual study, tests and audio-visual activities fall into the second range of frequency. The third group, the least frequently used procedures, includes excursion, panels and debates and resource person visits.

D. Teachers' Sources of Procedures

The rejection of Hypothesis Number 3 results in the conclusion that university courses in methodology are not the chief

way in which teachers think they acquire their teaching procedures. From the data contained in Tables XVI, XVII, XVIII and XIX it must be concluded that teachers consider trial and error experience the chief manner in which this phenomenon occurs. This does not mean that experience is the only manner, but rather that there are at least eleven different ways in which teachers learn techniques. Neither can we conclude that every teacher acquires procedures in all eleven ways.

E. Number of Procedures and Teacher Professional Training

The acceptance of Hypothesis Number 4 leads us to conclude that the number of procedures used by teachers is not related significantly to their years of professional training. This does not mean that the effectiveness of the use of these procedures is or is not related to training.

F. Number of Procedures and Teacher Experience

It must be concluded as a result of the acceptance of Hypothesis Number 5 that the number of procedures used by teachers is not related significantly to their years of experience. This does not mean that the effective use of their procedures is or is not related to experience.

G. Number of Procedures and Teacher Sex

Analysis of data did not show the difference between the number of procedures used by men and women to be significant. Hypothesis Number 6 was rejected. This leads us to conclude that sex does not influence the number of procedures used in

instruction. This does not mean that the effectiveness of the use of these procedures is not influenced by sex.

H. Number of Procedures and Teachers' Expressed Attitude

Analysis of the data in relation to number of procedures and teachers' expressed attitudes was inconclusive. The absence of sufficient data indicating unfavorable attitude toward the teaching of social studies limits the value of the evidence. Analysis of the data, however, warrants the tentative conclusion that no relationship exists between the expressed attitude of the teacher and the number of procedures used. The effectiveness of the use of these procedures, however, may be or may not be influenced by expressed attitudes.

II. IMPLICATIONS

1. For Further Research

Since this study was of an exploratory-survey type, its implications for further research are extensive. This investigation considered the use of teaching procedures in only one subject area and one grade level. Research of a similar and/or of a comparative kind at different levels and in different subjects, would probably add greatly to the theory of methodology.

This work was concerned with the quantity of procedures, not their quality or effective use. Although this study was

not intensive in terms of procedures it was intended to be extensive. Much additional work is suggested in terms of use. Intensive study of single procedures could also prove valuable.

A multitude of variables involving the teacher, students, and their environment in relation to procedures, in addition to those suggested above, demand study. As was noted in Chapter I so little of a factual nature is known about methods and procedures that research in this field is greatly needed. Thus, a host of preliminary questions need to be answered before sound postulates in the theory of methodology may be formulated and hypotheses advanced for exact examination and analysis. For example, how does the content of study affect the number of procedures used by the teacher? Does the age, health condition or physical stature, or social-economic status of the teacher affect the number of procedures used? How does the availability of physical equipment and resources affect the number of procedures used?

2. For Teacher Training Programs.

The rejection of Hypothesis Number 3 indicates that university training in methodology is not the most important manner in which teachers learn the procedures that they use. In addition, practice teaching, a university-directed learning experience, was ranked in fourth and fifth place by teachers. Thus, it would appear that teachers think they learn procedures in a number of other ways besides university experiences.

On the other hand, it must be noted that contrary to the opinions held by some educators, teachers consider university courses as an important source of procedures. Of course, in this study, these generalizations apply only to social studies in the junior high school. In addition, they only represent the teachers' opinions. In any case the results of this study should be taken into consideration by educational leaders in the organization of university teacher training programs. For example, first, perhaps, more extensive and intensive treatment should be made of methods and procedures in method courses. A second suggestion might involve the organization of a program planned so that students could experience the use of each procedure while in training. The results of this study seem to indicate that the acquisition of procedures is left too much to chance experience.

3. For the Teaching Profession

The results of this study in regard to the manner in which teachers learn their procedures indicate that some features of the profession may be self-perpetuating. Teachers indicated that they learn their procedures by watching their teachers while in school and university, observing fellow teachers and discussing with fellow teachers. Bad practices as well as good ones may be learned by example.

The results of this study tend to suggest that teacher training and experience may not be too closely related to classroom management. The absence of a relationship between

the number of procedures used and the basis of professional status, training and experience, casts some doubt on the foundations of status and classic salary scales. However, as was pointed out previously, effectiveness and other factors were not considered in this study.

4. For Instruction

Results of this study indicate that a variety of procedures are used by teachers in instruction. However, since the mean number of procedures used is 9.05, it is obvious that some teachers do not know or use all those available. Here is an area in which improvement of instruction may be attempted. Inservice training, for example, may be extended in this field. Teachers indicate that presently inservice training plays only a small part in the acquisition of procedures of instruction.

The results of this investigation show that 'traditional' procedures are by far the most popular with teachers. These include lecturing, question and answer, whole class discussion and testing. Other techniques such as panels, excursion, debates and individual study are less frequently used. Are teachers making maximum effective use of each procedure under a given circumstance? Questions such as these, if answered, could also result in the improvement of instruction.

Are teachers fully aware of the variety of procedures available for use in instruction when they begin teaching? Results indicate that they are not. Data analyzed show that

many learn their procedures by observing fellow teachers, in discussion with fellow teachers, from students and supervisors and through experience. Would instruction not be improved if these were known prior to the commencement of instruction by teachers?

Thus, the implications for instruction briefly suggested here are extensive. It is forseeable also that further studies of this nature and perhaps involving the effectiveness of instruction would add greatly to knowledge in the field of methodology of instruction.

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APPENDIX "A"

Spruce Grove,
Alberta.

January 1, 1963.

Dear Sir:

A study of teaching procedures in the classrooms of the junior high schools in which social studies is taught is proposed. Your area has been chosen to participate in this research project. Your assistance and co-operation is being solicited.

The proposed project involves a survey of classrooms through observation and the use of a questionnaire to find out what procedures are used, where the teacher learns these, and the relationship of procedure to teacher training, experience, sex and expressed attitudes. The findings will be analyzed and written up in a master's thesis in secondary education.

If you agree to participate in the interest of education, you will be required to:

1. Choose <u>randomly</u> a teacher or teachers to answer a questionnaire similar to the accompanying one. (Marked A).

2. Record their names and numbers on the record sheet provided and retain this until the project is completed. (Marked B)

3. Forward the questionnaire to the chosen teacher or teachers.

4. At a date convenient to you, observe a teacher or teachers in action for one class period and fill in an observation schedule similar to the accompanying one. (Marked C)

5. Forward the observation schedule to the undersigned when completed.

As this project will require a maximum of only forty-five minutes of your time and your participation in it is so urgently needed, we hope you will participate in it. You, who are in a position of prominence, can give this most valuable assistance.

Further information and a summary of results of this study will be sent to you upon its completion.

Please advise me as soon as possible of your decision. Just underline the appropriate words in the 'boxed paragraph' below and return all accompanying information in the envelope provided. If your decision is in favor of participation I will forward all necessary materials and instructions to you.

Please note that all accompanying material is a sample only and I would appreciate it if it were returned to me. I will be happy to forward all necessary materials to you if you are willing to assist me in this project.

Yours truly,

A F Olson

A. F. Olson.

Dear Mr. Olson:

I have read the accompanying literature and am returning it to you. I (will, will not) be willing to participate in the project outlined. Please (send, do not send) me the necessary materials.

Signed _____

Spruce Grove,
Alberta.

January 1, 1963.

Dear Sir:

Thank you very much for your recent letter indicating your willingness to participate in my survey of teaching procedures in junior high school in social studies. Enclosed find all necessary materials for completing your part of the survey.

Would you please:

1. choose randomly_____teacher(s) to answer questionnaire (marked A),

2. record their names and questionnaire numbers on the record sheet (marked B) and retain this until the project is completed,

3. forward the questionnaire to the chosen teacher or teachers,

4. at a time convenient to you, observe the chosen teacher or teachers in action for one class period and fill in the observation schedule (marked C),

5. place teacher's number from record sheet on observation schedule and forward schedule to me.

Thank you very much for your participation in this project. Your assistance is greatly appreciated.

Yours truly,

A. F. Olson.

RECORD SHEET

Teachers' Names	School	Grades in Which He (or She) Teaches Social Studies

APPENDIX "B"

Spruce Grove,
Alberta.

January 1, 1963.

Fellow Educator:

As a teacher of social studies at the junior high school level, you are no doubt extremely interested in your area of teaching, and the advancement of this area. You would be the first to admit that you have yet much to learn about the teaching of social studies.

Research in this area is being carried on constantly. The following questionnaire is an attempt to learn more about the teaching of social studies and more especially about the procedures you use in your classroom and their relationship to you. More than 200 teachers will be participating by answering the questionnaire while over fifty classroom observations will be made. The information gathered will be analyzed and presented in written form for the use of all interested teachers.

Your assistance is solicited in this project because you are the one that best knows what you are doing in your classroom. It would be greatly appreciated if you would answer the accompanying questionnaire and forward it directly to the undersigned using the envelope provided. Special precautions have been taken to ensure the anonymity of participants. Your name and number will not be known by me or anyone else. Please feel free to answer all questions carefully and frankly.

If you wish to know the results of this study, consult your superintendent from whom you received this questionnaire. Since I do not know your name, it is impossible for me to send you these directly.

Thank you very much for your assistance.

Yours truly,

A F Olson

A. F. Olson.

TEACHER QUESTIONNAIRE "A"

CLASSROOM PROCEDURES IN TEACHING SOCIAL STUDIES

IN THE JUNIOR HIGH SCHOOL IN ALBERTA

Please supply answers to the items below as indicated.

General (underline answers)

1. How many teachers in your school are giving instruction, partly or wholly, in grades 7, 8 and 9?

   1 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, 31 - 35,

   36 - 40, 41 - 45, 46 and over.

2. How many teachers are giving instruction in social studies in grades 7, 8 and 9?

   1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and over.

3. What type of a community does your school, that is grades 7, 8 and 9, serve?

   (a) majority city (b) majority town (c) majority village

   (d) majority rural (e) other (explain) _____

4. What is the length of your social studies periods per day in minutes?

   Under 25, 25 - 30, 31 - 35, 36 - 40, over 40.

5. How many periods per week per class do you teach social studies in your school?

   Under 4, 4, 5, 6, 7, over 7.

I. Teaching Procedures Used (circle answers)

   Which of the following teaching procedures do you use in teaching social studies in grades 7, 8 or 9?

1. Do you use the lecture or teacher-telling method? Yes No

2. Do you use the question and answer procedure either oral or written? Yes No

3. Do you conduct whole class discussion in your instructional periods? Yes No

4. Do you give written exercises either that you prepare or from a workbook in your social studies classes? Yes No

5. Do you assign individual reports to pupils to be presented to the class? Yes No

6. Do you give formal written tests in your social studies classes? Yes No

7. Do you use films, filmstrips, slides, records, pictures, etc. in your classroom when available? Yes No

8. Do you take your classes on excursions or visits to places or institutions related to your teaching of social studies? Yes No

9. Do you divide your classes into small groups for purpose of discussion or preparing reports? Yes No

10. Do you conduct individual study in social studies classroom? Yes No

11. Do you conduct panels or debates in teaching social studies? Yes No

12. Do you invite resource persons from outside your classroom into your social studies classes? Yes No

13. What other procedures do you use in teaching social studies? Please list and elaborate if necessary.

a. _____

_____

b. _____

_____

c. _____

_____

II. Frequency of Use of Procedures

1. Beside each of the following to which you answered "yes" above, place 1, 2, 3, etc. in the space provided to indicate order of use. For example, if you use audio-visual aid procedure most, place "1" and so on until you have numbered the least used procedure.

a. Lecture _____

b. Question and answer _____

c. Whole class discussion _____

d. Written exercise _____

e. Individual student reports _____

f. Formal written tests _____

g. Audio-visual aids _____

h. Excursions or field trips _____

i. Small group activities _____

j. Individual study _____

k. Panels and debates _____

l. Resource person visit _____

m. Others (specify) a. _____

b. _____

c. _____

2. In an average unit of study in social studies in grades 7, 8 and 9, what per cent of the total time do you spend in each of the following: (Underline answers)

a. Lecturing

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70,

71 - 80, 81 - 90, 91 - 100.

b. Questioning and receiving answers

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70,

71 - 80, 81 - 90, 91 - 100.

c. In whole class discussions

0-10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70,

71 - 80, 81 - 90, 91 - 100.

d. Having pupils do exercises.

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70,

71 - 80, 81 - 90, 91 - 100.

e. Having pupils preparing reports.

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

f. Having pupils write tests

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

g. Using audio-visual aids

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

h. On excursions or field trips

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

i. Conducting small group discussion

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

j. Individual study

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

k. Conducting panels and debates

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

l. Having resource person visits

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

m. Using other procedures in teaching (specify if possible)

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100.

III. Teacher Source of Procedures

1. Did you acquire, partially or wholly, your knowledge of procedures in teaching social studies from your teacher training in methods? Yes No

2. Did you acquire, partially or wholly, your knowledge of procedures through trial and error? Yes No

3. Did you acquire, partially or wholly, your knowledge of procedures by observing your teachers during your school life? Yes No

4. Did you acquire, partially or wholly, your knowledge of procedures by observing fellow teachers after commencing teaching? Yes No

5. Did you acquire, partially or wholly, your knowledge of procedures by reading educational literature? Yes No

6. Did you acquire, partially or wholly, your knowledge of procedures from 'practice teaching'? Yes No

7. What other way did you acquire your knowledge of procedures used in teaching?

   a. _____

   b. _____

   c. _____

8. Of those answered "yes" to above indicate the importance of the sources by ranking them in order beginning, 1, 2, 3, etc.

   a. University method courses _____

   b. Experience - trial and error _____

   c. Observing your teachers in your school life _____

   d. Observing fellow teachers _____

   e. Reading educational literature _____

   f. Practice teaching _____

   g. Other ways (specify) a. _____

      b. _____

      c. _____

IV. University Training

1. How many full years of University, Normal School or Teacher College training have you had?

_____

2. What fractional part of a year of University, Normal School or Teacher College training have you had in addition to the above?

_____

V. Teaching Experience(underline answer)

1. What is your total number of years of experience (to the closest year)?

0 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, over 30.

2. Of these, how many years have you been teaching social studies in grade 7, 8 or 9?

0 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, over 30.

3. What other levels have you taught social studies or its equivalent?

none; grades 1, 2, 3; grades 4, 5, 6; grades 10, 11, 12;

University; Others (specify) _____

VII. Teacher Sex (underline)

1. You are a (Man Woman)

VIII. Teacher Expressed Attitudes (underline answer)

1. Do you enjoy teaching social studies in grades 7, 8 or 9?

Yes, No, No definite feeling

2. Do you wish to continue teaching social studies in grades 7, 8 or 9?

Yes, No, Undecided

3. What other subject or subjects do you like to teach better. Please list.

a. _____

b. _____

c. _____

APPENDIX "C"

SUPERVISORS' OBSERVATION SCHEDULE "C"

CLASSROOM PROCEDURES IN TEACHING SOCIAL STUDIES.

IN THE JUNIOR HIGH SCHOOL IN ALBERTA

Please supply the answers to the items below, as indicated, as observed in the junior high school classroom chosen.

General (underline answers)

1. How many teachers are giving instruction in grades 7, 8 and 9 in the school you are visiting?

   1 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, 31 - 35, 36 - 40, 41 - 45, 46 and over.

2. How many teachers are there giving instruction in social studies in grade 7, 8 and 9?

   1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and over.

3. What type of community does this school serve?

   (a) a majority city (b) majority town (c) majority village

   (d) majority rural (e) unknown (explain) _____

4. What is the length per day in minutes of the social studies periods in 7, 8 and 9 in this school?

   (a) under 25, 25 - 30, 31 - 35, 36 - 40, over 40.

5. How many periods per week per class does this school teach social studies in 7, 8 and 9?

   Under 4, 4, 5, 6, 7, over 7

I. Teaching Procedures Used

Check the following teaching procedures used by the teacher during your observation period.

1. Lecturing or telling _____

2. Question and answer, oral or written _____

3. Whole class discussion _____

4. Written exercises _____

5. Individual student reports _____

6. Formal written test _____

7. Audio-visual aids _____

8. Excursions or field trips _____

9. Small group activities _____

10. Individual study _____

11. Panels or debates _____

12. Resource person visit _____

13. Others (specify)

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

II Frequency of Use

1. Of those checked above, indicate the order of frequency of use by ranking them 1, 2, 3, etc. in the space beside each.

(a) Lecture _____

(b) Question and answer _____

(c) Whole class discussion _____

(d) Written exercise _____

(e) Individual student reports _____

(f) Formal written test _____

(g) Audio-visual aids _____

(h) Excursion or field trips _____

(i) Small group activities _____

(j) Individual study _____

(k) Panels or debates _____

(l) Resource person visit _____

(m) Others (specify) _____

2. During your visit what per cent of the period was spent on:

(a) Lecturing

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(b) Questioning and receiving answers

0-10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(c) In whole class discussion

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(d) Having pupils do exercises

0-10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(e) Having pupils preparing reports

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(f) Having pupils write tests

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(g) Using audio-visual aids

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(h) On excursion or field trips

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(i) Conducting small group discussions

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(j) In individual study

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(k) Conducting panels and debates

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(l) Having resource person visits

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

(m) Using other procedures in teaching (specify if possible)

0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100

III. University Training

1. How many full years of University, Normal School or Teacher College Training has the teacher had?

_____

2. What fractional part of a year of University, Normal School or Teacher College Training has the teacher?

_____

IV, Teaching Experience (underline answer)

1. What is the total number of years of experience (to the nearest full year) in teaching of the teacher observed?

0 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, over 30

2. Of these, how many years has the teacher observed spent teaching social studies in grade 7, 8 or 9?

0 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, over 30

3. What other levels has the teacher observed taught social studies or its equivalent?

None, grades 1, 2, 3, grades 4, 5, 6, grades 10, 11, 12

ont. University, others (specify) _____

V. Teacher Sex (underline)

1. This teacher is (male , female)

VI. Teacher Expressed Attitudes (underline)

1. Does this teacher say that she enjoys teaching social studies in Grades 7, 8 or 9?

Yes, No, No definite answer

Comment: _____

2. Does this teacher wish to continue teaching social studies in grade 7, 8 or 9.

Yes, No, Undecided comment: _____

3. How would you rate this teacher's attitude to the teaching of social studies?

Comment: _____

_____

_____

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